

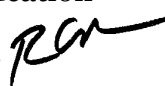


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PHIL BREDESEN
Governor

TO: Chancellors, Presidents, Deans and
Faculty (Education/Arts and Sciences) of
Tennessee Institutions of Higher Education

FROM: Richard G. Rhoda, Executive Director 

DATE: August 12, 2008

SUBJECT: Improving Teacher Quality Grants (Request for Proposals)

The Tennessee Higher Education Commission is pleased to provide you with the 2008-2009 Request for Proposals (RFP) for the federally funded *Improving Teacher Quality Grant Program*. For the second year, in an effort to increase the distribution of this RFP to the many administrators and faculty who may be interested in the program, THEC is providing this information exclusively via electronic communication. We encourage you to forward this information to all who may be interested. In addition to this communication, the RFP can be found on THEC's website at

http://state.tn.us/thec/2004web/division_pages/academic_pages/grants/grants.html

The Commission will sponsor two types of grants through a General Competition and a Capacity Building Competition. Projects differ somewhat across the two competitions. Overall, this program seeks to provide sustained professional development activities in core academic subjects to K-12 teachers, paraprofessionals, and (if appropriate) principals.

Background of the Improving Teacher Quality Grant Program:

The *Improving Teacher Quality State Grants* represent the largest federal initiative for using professional development to improve teaching and learning. As a federal program, it operates under legislation known as the No Child Left Behind Act of 2001 (NCLB). According to the NCLB Act, projects funded under the Title II, Part A program should:

- Be aligned with challenging state content standards as well as student performance standards;
- Reflect recent research on teaching and learning;
- Include strong academic content and pedagogical components;
- Incorporate effective strategies, techniques, methods and practices for meeting the educational needs of diverse student populations;
- Be of sufficient intensity and duration to have positive and lasting impact on the teachers' performance in the classroom and the principals' instructional leadership skills; and
- Create an orientation toward continuous improvement throughout the school

General Competition:

The General Competition funds professional development opportunities aligned with the state's curriculum framework objectives.

Approximately 15-20 General Competition projects will be funded for up to \$75,000 each and will have a twelve-month duration (January 2009-December 2009). Proposals are due on Monday, **October 6, 2008 by 4:30 p.m. C.D.T.** Please see the grant timeline on page 18 for an approximate timeline for the review and approval process.

Proposal writers will be allowed to submit one General Competition grant proposal and one Capacity Building Competition grant proposal. In the event that a proposal writer is funded in both the General and Capacity Building competitions, the then Project Director must choose one project to implement. No one director may implement more than one project in a funding year.

Capacity Building Competition:

In order to have more sustained professional development, THEC is sponsoring a Capacity Building Competition. Proposals submitted to this competition should focus on the creation of coalitions that would plan, implement and evaluate professional development on an ongoing basis.

As many as four Capacity Building Projects may be funded for up to \$150,000 each. Proposals funded under this competition will have a 17-month duration (January 2009– June 2010). Capacity Building proposals are due on Monday, **October 6, 2008 by 4:30 p.m.** A calendar in the RFP provides an approximate timeline for the review and approval process.

Please do not hesitate to contact Bettie Teasley at the THEC office (615-741-7572) if you have any questions about the RFP or if you would like to request a hardcopy of the RFP. I am pleased to invite you to submit an application for a grant, I urge you to share this RFP with your department heads and faculty.

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THE IMPROVING TEACHER QUALITY GRANT PROGRAM

I. Background of the Improving Teacher Quality Grant Program:

The Improving Teacher Quality State Grants represent the largest federal initiative for using professional development to improve teaching and learning. As a federal program, it operates under the legislation known as the No Child Left Behind Act of 2001 (NCLB). According to the NCLB Act, projects funded under the Title II, Part A program should:

- Be aligned with challenging state content as well as student performance standards;
- Reflect recent research on teaching and learning;
- Include strong academic content and pedagogical components;
- Incorporate effective strategies, techniques, methods and practices for meeting the educational needs of diverse student populations;
- Be of sufficient intensity and duration to have positive and lasting impact on the teachers' performance in the classroom and the principals' instructional leadership skills; and
- Create an orientation toward continuous improvement throughout the school.

II. Funding Priorities

Core Subjects

Eligible subject areas under this RFP include core academic subject areas defined as English, reading or language arts, mathematics, science (biology, chemistry, earth science, physics, and physical science), foreign languages (French, German, Latin, and Spanish), civics and government, economics, arts (visual arts and music), history, and geography.

Special Categories

Again this year, the Commission has designated three areas as special categories. The Commission will commit to funding at least one project in each of these areas that reflect three of the state's most urgent needs for teacher professional development.

Reading

In the February 2001 update on the 2000 report from the Comptroller's Office of Education Accountability, "Teaching Kids to Read: Is Tennessee Doing Enough?" Tennessee is challenged to increase its efforts to improve reading. This report suggested that many Tennessee teachers might lack the expertise needed to assess or assist children with reading difficulties. The Comptroller's report also concluded that some Local Education Agencies might lack the knowledge base to select reading programs and appropriate assessments that are supported by the latest research. As a response to this problem, the Commission will provide

funding to projects that address reading in the content areas, with a particular focus on middle school teacher professional development.

Special Education

The Commission will fund projects that provide special education teachers in Tennessee with an opportunity for professional development. These initiatives should address increasing teacher content knowledge or pedagogical skills in areas such as: speech and language pathology, behavioral disorders, autism, and the emotionally disturbed.

English as a Second Language (ESL)

The Commission will fund projects that provide ESL teachers in Tennessee an opportunity for professional development. Projects should address teacher content knowledge and instructional strategies for English Language Learners, consistent with the state-developed English Language Development standards and curriculum. These standards can be found at the following link:
<http://tennessee.gov/education/ci/esl/preface.pdf>

III. Eligible Partnerships

An eligible partnership for an Improving Teacher Quality grant must include a regionally accredited institution of higher education that houses a Teacher Education program or partnership with a Teacher Education program. This includes all accredited public and private, two and four-year colleges and universities.

Each potential Improving Teacher Quality Project must include an “Eligible Partnership” as defined by NCLB. The term ‘eligible partnership’ means an entity that includes:

- I. A private or State institution of higher education and the division of the institution that prepares teachers and principals;**
- II. A school of arts and sciences; and**
- III. A high-need local educational agency;**

An eligible partnership may also include other, non-high-need local educational agencies, a public charter school, an elementary school or secondary school, an educational service agency, a nonprofit educational organization, another institution of higher education, a school of arts and sciences within such an institution, the division of such an institution that prepares teachers and principals, a nonprofit cultural organization, an entity carrying out a pre-kindergarten program, a teacher organization, a principal organization, or a business.

An eligible partnership may also include a Department of Education and a content-area Department, even if they are in the same college.

An institution may submit up to ten proposals. Centers of Excellence proposals, if advanced, would be included in the ten for the higher education institution to which the Center is attached. For collaborative proposals, funding is to be administered by the lead/sponsoring applicant. Collaborative proposals count against the limit of ten for the lead applicant.

Partnership Distribution of Funds Requirement

The Elementary and Secondary Education Act requires that no single partner in an eligible ITQ grant partnership may “use” more than 50% of the total grant dollars. The provision focuses not on which partner receives the funds but on which partner directly benefits from them. This means that none of the three mandatory partners (the LEA, the college of education and the college of arts and sciences) nor any optional partners, can use more than 50% of the overall grant amount.

Examples of what is meant by “use” include:

- Tuition grant funds are considered to be used by the LEA since the funds benefit the teacher participants. Grant funds that pay for books, materials and supplies, and other participant support costs are considered to be used by the LEA.
- IHE faculty time paid by the grant, costs to develop professional development materials, expenses incurred to conduct the professional development may be treated as funds used by the division of the IHE (either the college of education or the college of arts and sciences) that bears these costs.
- Grant funds paid as salaries to mentor teachers or adjunct teachers who are employed by a school district may be considered as “used” by the LEA.
- Grant funds paid as contracts to IHE employees to mentor teachers or provide other services in the grant are considered to be used by the division of the IHE that bears these costs.
- Indirect costs are attributable to the partner that “uses” the corresponding funds as direct costs. In most cases, this would be the IHE.

Recordkeeping and Reporting requirements to support your ITQ grant and to certify compliance with the 50% rule include:

All grantees and sub-grantees must keep records that detail the following information:

- The amount of funds under the grant or subgrant;
- How the grantee or subgrantee uses the funds;
- The total cost of the project activities;
- The share of the cost provided from other sources; and
- Other records to facilitate an effective audit.

Additional information related to these requirements can be found in the U.S. Department of Education October 5, 2006 guidance: “Improving Teacher Quality

State Grants, ESEA Title II, Part A, Non-Regulatory Guidance”available at www.ed.gov/programs/teacherqual/guidance.doc

IV. General Competition

General Competition Guidelines

Approximately 15-20 General Competition projects will be funded for up to \$75,000 each and will have twelve (12) month duration (January 2009-December 30, 2009). All proposals will be due by 4:30 p.m. (CT), Monday, October 6, 2008.

Key Components of a General Competition Proposal

1. SCIENTIFICALLY BASED DEMONSTRATION OF NEED

Identify specific needs for content knowledge and pedagogical improvement of teachers in the proposed service area. Thoroughly document how the project-related needs were determined. Determination of needs can be documented by sources such as the school system’s staff development/school improvement plan, or a needs assessment instrument may be used to identify gaps in professional development. This area must include consideration of scientifically-based research that is related to the knowledge, skills, and dispositions to perform effectively as a teacher. Other data may be used to complete the documentation such as summaries of student performance on grade level assessments.

2. RECRITMENT AND SELECTION PLAN

Teachers, principals, “highly qualified” paraprofessionals (including paraprofessionals needing pre-service training that can lead to a B.A. degree or teacher certification) are eligible for ITQ workshops. In addition, ITQ services must be offered on an equitable basis to private, not-for-profit teachers, principals and paraprofessionals, consistent with the U.S. Department of Education guidance provided to the LEAs.

All applicants must provide a specific plan for recruiting and selecting teachers of underrepresented and under-served areas of the state. Each plan should be tailored to the demographic characteristics and needs of the proposed service area. The level of commitment of the LEA to participate in the proposed project should be discussed with attention to other ITQ applicants that may be working with the same LEA. In addition, the plan must include and adhere to a recruitment plan that is consistent with Title VI of the Civil Rights Act of 1964, barring discrimination based on race, color or national origin. This plan must be expressly written in the proposal and must be included in the Title VI report of the project.

3. ELIGIBLE PARTNERS

Each General Competition Project must include an “Eligible Partnership” as defined by NCLB. The term ‘eligible partnership’ means an entity that includes:

- (1) A private or State institution of higher education and the division of the institution that prepares teachers and principals;**
- (2) A school of arts and sciences; and**
- (3) A high-need local educational agency;**

An eligible partnership may also include other local educational agencies (regardless of their high-need status), a public charter school, an elementary school or secondary school, an educational service agency, a nonprofit educational organization, another institution of higher education, a school of arts and sciences within such an institution, the division of such an institution that prepares teachers and principals, a nonprofit cultural organization, an entity carrying out a pre-kindergarten program, a teacher organization, a principal organization, or a business.

All proposals must include evidence to assure cooperative endeavors in planning and implementation with a local education agency (LEA) that is considered high need.

A “high-need LEA” is defined as an LEA:

- (A) (i) that serves not fewer than 10,000 children from families with incomes below the poverty line; **or**
(ii) for which not less than 20 percent of the children served by the agency are from families with incomes below the poverty line; **and**
- (B) (i) for which there is a high percentage of teachers not teaching in the academic subjects or grade levels that the teachers were trained to teach; **or**
(ii) for which there is a high percentage of teachers with emergency, provisional, or temporary certification or licensing [Section 2102(3)].

The LEAs that meet the high-need LEA poverty criteria are included in the list on pages 24-27 of this document. The latest data for the number of children in poverty served by Tennessee LEAs that is to be used for determining high-need LEAs can be found at the census website:

<http://www.census.gov/hhes/www/saie/district.html>

Links with other ongoing activities of the applicant are also encouraged. A letter of commitment for participation from the high need local education agency is MANDATORY and letters of support are OPTIONAL. The letter of commitment should come from the LEA’s superintendent, principal, and/or department head. Letters of support should comment on how the proposed training fits into system-wide school improvement plans.

4. INSTRUCTIONAL PLAN AND LEADERSHIP

The instructional plan should list specific measurable objectives specifying what teachers will know and be able to do in the classroom as a result of the project. In addition, the plan should provide an outline of the content knowledge and pedagogy conveyed (syllabus of workshop events). The instructional plan must include how its curriculum/activities align with the State of Tennessee's framework (curriculum standards) for that specific subject. To find the State of Tennessee's frameworks, please visit:

<http://www.state.tn.us/education/ci/curriculum.shtml>

All projects must offer a minimum of 25 contact hours during the major instructional component of the program and must instruct a minimum of 15 teachers. Projects must indicate if graduate credit, continuing education credit or other credentials are provided for teachers participating in the workshops. The plan should describe how instructional staff will model appropriate teaching behaviors and practices.

5. MANAGEMENT PLAN

The management plan should include a timeline of all project activities and describe the institutional resources, actions, and/or commitments made available to support the proposed project. The management plan should display evidence of how the LEA and the higher education institution and its entities will collaborate to implement the project and distribute the funds.

6. EVALUATION

The fundamental issue of accountability is to determine to what extent classroom implementation has been achieved, the effectiveness of the implementation, as well as an understanding of the necessary steps to enhance the observed effects of the project in the future. The purpose of project evaluation is to determine the extent to which the project influenced changes in classroom teachers' content knowledge and instructional practices. This evaluation effort should also examine if the implementation resulted in improved student achievement in the core subject areas addressed by the workshop(s). A sound evaluation provides information to the project director on the knowledge base of the participants at the start and the end of the proposed intervention. The evaluation will consist of pre and post content knowledge and/or skill assessments of participants to assess the intervention. Please include in the proposal a sample of pre and post content knowledge assessments.

7. BUDGET AND COST EFFECTIVENESS

The following is a guide for each line item of the budget.

Salaries and benefits and taxes–

Include only project personnel who are salaried employees on your university payroll, not persons to be hired as consultants. Salaries for project personnel must be reported as a function of their regular appointments and salaries. Salary must be linked to services rendered; therefore, each salary draw down should reflect the real time contributions of personnel on the project. Salaries must not exceed 20% of the total

grant amount. For calculating fringe benefits, use your institution's current rate. This is only applicable to salaried employees only.

Professional Fee/Grant Award – list persons who will be hired as consultants and their fee. Include consultant travel but do not charge fringe benefits. Consultant fees (excluding travel) may not exceed \$300 per day.

Supplies, Telephone, Postage & Shipping, Occupancy, Equipment Rental & Maintenance, Printing & Publications, and Travel/Conferences & Meetings:

Materials and supplies – this line includes all materials and supplies distributed to the teachers and any materials and supplies used to prepare for the workshop.

Staff travel – list total amount of travel for project staff. Do not include teacher travel or consultant travel in the line item. Must not exceed state rates, which are:

Mileage - \$.46 per mile

Hotel - \$70 per night*

Meals and Incidentals- \$38 per day *

* Hotel, meals and incidentals are reimbursed at different rates for some counties. Please refer to the “General Reimbursement Schedule (Effective October 1, 2007)” for the county by county variations to the travel rates. Tennessee Comprehensive Travel Regulations may be obtained from the following website:

<http://www.tennessee.gov/finance/act/policy8.pdf>

Communications – include total amounts for postage, shipping, long distance, etc.

Equipment rental – include total amount of anticipated expenditures for equipment needed to be leased during the project.

Printing and duplicating – list total cost for reproduction of printed documents.

Participant travel and subsistence – list anticipated cost for transportation, lodging and meals for teacher participants. (See state rates for maximum allocations.)

Participant stipends – stipends may be paid in the rate of up to \$50 per full day and \$25 per half day.

Participant tuition and fees – Grant funds can not pay for tuition and fees. These expenses should be waived by the institution. However, this amount does not have to be subtracted from the gross operating expense as in the past. For

public institutions, the participants who will be receiving this credit should NOT be included in the institution's FTE formula funding.

Indirect Costs – Your grant proposal should use your institution's indirect cost rate. Preference will be given to proposals that propose an indirect cost rate of 8% or lower.

Preparation and Submission of Formal Proposal

There is a limit of 10 proposals submitted by any one higher education institution. Also, a project director may be funded for one project only. In the event that a project director is funded for a General Competition grant and a Capacity Building Competition grant, the director must choose to accept one grant and not accept the other.

To ensure successful review of the application for funding, all parts cited in these instructions should be included and all pages numbered sequentially.

Requests may not exceed \$75,000; the term of the project is from January, 2009 to December 30, 2009.

All projects must provide professional development in one of the following areas: Mathematics, Science, English/Language Arts, Social Studies, Foreign Languages (including ESL), related Arts, Reading, or Special Education for a minimum of 15 teachers. Funded programs must provide a minimum of 25 contact hours for instruction.

Please use the following format.

****NOTE: Failure to complete forms or provide appropriate official institutional signatures by the application deadline will result in non-acceptance of the application.**

Submit one (1) original signed proposal and seven (7) copies of the application to:

**Bettie Teasley
Tennessee Higher Education Commission
404 James Robertson Parkway, Suite 1900
Nashville, TN 37243**

The full application should include:

- Cover page a (See FORM I)
- Project Abstract/Data List - Summarizes the important points of the proposal. (See FORM II)
- Table of Contents
- Program narrative - This section should include double spaced pages, one-inch margins, maximum page length is twenty pages, excluding the cover sheet, data list, abstract, table of contents, statement of demonstrated effectiveness for non-profit organizations, budget, vitae, and bibliography.
- Statement of Demonstrated Effectiveness

- Budget (see Attachment A)
- Proof of alignment with state curriculum framework (1-2 paragraphs)
- Bibliography – All cited references must be included in bibliography
- Vitae - Include an updated vita for all key project personnel

V. Capacity Building Competition

Capacity Building Competition Guidelines

Approximately 4-6 General Competition projects may be funded for up to \$150,000 each and will have an eighteen month duration (January 2009 to June 2010). All proposals will be due by 4:30 p.m. (CT) on Monday, October 6, 2008. Please note that a project director may submit a grant proposal as lead or co-principal investigator on one General Competition grant and one Capacity Building Competition grant and must choose between the two in the event that both are funded.

Key Components of a Capacity Building Proposal

1. SCIENTIFICALLY BASED DEMONSTRATION OF NEED

Identify specific needs for content knowledge and pedagogical improvement of teachers in the proposed service area. Thoroughly document how the project-related needs were determined. Determination of needs can be documented by sources such as the school system's staff development/school improvement plan, or a needs assessment instrument may be used to identify gaps in professional development. This area must include consideration of scientifically-based research that is related to the knowledge, skills, and dispositions to perform effectively as a teacher. Other data may be used to complete the documentation such as summaries of student performance on grade level assessments.

2. RECRITMENT AND SELECTION PLAN

Teachers, principals, "highly qualified" paraprofessionals (including paraprofessionals needing pre-service training that can lead to a B.A. degree or teacher certification) are eligible for ITQ workshops. In addition, ITQ services must be offered on an equitable basis to private, not-for-profit teachers, principals and paraprofessionals, consistent with the U.S. Department of Education guidance provided to the LEAs.

All applicants must provide a specific plan for recruiting and selecting teachers of underrepresented and under-served areas of the state. Each plan should be tailored to the demographic characteristics and needs of the proposed service area. The commitment of the LEA to participate in the proposed project should be discussed with attention to other ITQ applicants that may be working with the same LEA. . In addition, the plan must include and adhere to a recruitment plan that is consistent with Title VI of the Civil Rights Act of 1964, barring discrimination based on race, color or national origin. This plan must be

expressly written in the proposal and must be included in the Title VI report of the project.

4. ELIGIBLE PARTNERS

Each General Competition Project must include an “Eligible Partnership” as defined by NCLB. The term ‘eligible partnership’ means an entity that includes:

- (4) A private or State institution of higher education and the division of the institution that prepares teachers and principals;**
- (5) A school of arts and sciences; and**
- (6) A high-need local educational agency;**

An eligible partnership may also include other local educational agencies (regardless of their high-need status), a public charter school, an elementary school or secondary school, an educational service agency, a nonprofit educational organization, another institution of higher education, a school of arts and sciences within such an institution, the division of such an institution that prepares teachers and principals, a nonprofit cultural organization, an entity carrying out a pre-kindergarten program, a teacher organization, a principal organization, or a business.

All proposals must include evidence to assure cooperative endeavors in planning and implementation with a local education agency (LEA) that is considered high need.

A “high-need LEA” is defined as an LEA:

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(ii) for which not less than 20 percent of the children served by the agency are from families with incomes below the poverty line; **and**
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The LEAs that meet the high-need LEA poverty criteria are included in the list on pages 24-27 of this document. The latest data for the number of children in poverty served by Tennessee LEAs that is to be used for determining high-need LEAs can be found at the census website:

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Links with other ongoing activities of the applicant are also encouraged. A letter of commitment for participation from the high need local education agency is MANDATORY and letters of support are OPTIONAL. The letter of commitment should come from the LEA’s superintendent, principal, and/or department head.

Letters of support should comment on how the proposed training fits into system-wide school improvement plans.

4. INSTRUCTIONAL PLAN AND LEADERSHIP

The instructional plan should list specific measurable objectives specifying what teachers will know and be able to do in the classroom as a result of the project. In addition, the plan should provide an outline of the content knowledge and pedagogy conveyed (syllabus of workshop events). The instructional plan must include how its curriculum/activities align with the State of Tennessee's framework (curriculum standards) for that specific subject. To find the State of Tennessee's frameworks, please visit:

<http://www.state.tn.us/education/ci/curriculum.shtml>

All projects must offer a minimum of 50 contact hours during the major instructional component of the program and must instruct a minimum of 30 teachers and provide 6 hours of graduate credit. The plan should describe how instructional staff will model appropriate teaching behaviors and practices.

5. MANAGEMENT PLAN

The management plan should include a timeline of all project activities and describe the institutional resources, actions, and/or commitments made available to support the proposed project. The management plan should display evidence of how LEA and the higher education and its entities will collaborate to implement the project and distribute funds equitably.

6. EVALUATION PLAN

The fundamental issue of accountability is to determine to what extent classroom implementation has been achieved, the effectiveness of the implementation, as well as an understanding of the necessary steps to enhance the observed effects of the project in the future. The purpose of project evaluation is to determine the extent to which the project influenced changes in classroom teachers' content knowledge and instructional practices. This evaluation effort should also examine if the implementation resulted in improved student achievement in the core subject areas addressed by the workshop(s). A sound evaluation provides information to the project director on the knowledge base of the participants at the start and the end of the proposed intervention. The evaluation will consist of pre and post content knowledge and/or skill assessments of participants to assess the intervention. Please include in the proposal a sample of pre and post content knowledge assessments.

Evaluation requirements for Capacity Building Competition grants include an additional component where pre and post classroom observations should be conducted on a sample of at least 25% of the participants (i.e. a project with 40 teachers would have pre and post observation data on at least 10 teachers).

7. GRADUATE CREDIT

A minimum of 6 graduate credit hours must be offered to the participants at no additional cost. The institution must cover all tuition and fees for participants who choose to acquire the minimum of 6 graduate credits. In the event that a

participant does not choose to acquire the graduate credit, the individual must sign a disclaimer stating they understand they will not be able to acquire the credit retroactively. Please include a letter from the institution on official letterhead that states the institution will waive the tuition and fees for the participants of the project. Also, include in the letter, the catalogue course(s) number of the graduate courses for which credit will be offered. This amount does not have to be subtracted from the gross operating expense as in the past.

7. BUDGET AND COST EFFECTIVENESS

The following is a guide for each line item of the budget.

Salaries and benefits and taxes–

Include only project personnel who are salaried employees on your university payroll, not persons to be hired as consultants. Salaries for project personnel must be reported as a function of their regular appointments and salaries. Salary must be linked to services rendered; therefore, each salary draw down should reflect the real time contributions of personnel on the project. Salaries must not exceed 20% of the total grant amount. For calculating fringe benefits, use your institution's current rate. This is only applicable to salaried employees only.

Professional Fee/Grant Award – list persons who will be hired as consultants and their fee. Include consultant travel but do not charge fringe benefits. Consultant fees (excluding travel) may not exceed \$300 per day.

Supplies, Telephone, Postage & Shipping, Occupancy, Equipment Rental & Maintenance, Printing & Publications, and Travel/Conferences & Meetings:

Materials and supplies – this line includes all materials and supplies distributed to the teachers and any materials and supplies used to prepare for the workshop.

Staff travel – list total amount of travel for project staff. Do not include teacher travel or consultant travel in the line item. Must not exceed state rates, which are:

Mileage - \$.46 per mile

Hotel - \$70 per night*

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Participant stipends – stipends may be paid in the rate of up to \$50 per full day and \$25 per half day.

Participant tuition and fees – Grant funds can not pay for tuition and fees. These expenses should be waived by the institution. However, this amount does not have to be subtracted from the gross operating expense as in the past. For public institutions, the participants who will be receiving this credit should NOT be included in the institution's FTE formula funding. The Capacity Building Competition must offer the teachers at least 6 hours of graduate credit upon completion of the 17- month professional development project.

Indirect Costs – Your grant proposal should use your institution's indirect cost rate. Preference will be given to proposals that propose an indirect cost rate of 8% or lower.

Preparation and Submission of Formal Proposal

There is a limit of 10 total proposals (this is 10 for both the General and Capacity Building Competitions) submitted by any one higher education institution. Also, a project director may be funded for one project only. In the event that a project director is funded for a General Competition grant and a Capacity Building Competition grant, the director must choose to accept one grant and not accept the other.

To ensure the successful review of the application for funding, all parts cited in these instructions should be included and all pages numbered sequentially.

Requests may not exceed \$150,000; the term of the project is from January, 2009 to June 30, 2010.

All projects must provide professional development in one of the following areas: Mathematics, Science, English/Language Arts, Social Studies, Foreign Languages (including English as a Second Language), related Arts, Reading or Special Education for a minimum of 30 teachers.

Funded programs must provide a minimum of 50 contact hours for instruction that includes at least 6 hours of graduate credit offered to the participant.

Please use the following format. Failure to complete forms or provide appropriate official institutional signatures by the application deadline will result in non-acceptance of the application.

Submit one (1) original signed proposal and seven (7) copies of the application to:

Bettie Teasley
Tennessee Higher Education Commission
404 James Robertson Parkway, Suite 1900
Nashville, TN 37243

The full application should include:

- Cover page (See FORM I)
- Project Abstract/Data Page - Summarizes the important points of the proposal. (See FORM II)
- Table of Contents
- Program narrative - This section should include double spaced pages, one-inch margins, maximum page length is twenty pages, excluding the cover sheet, abstract, table of contents, statement of demonstrated effectiveness for non-profit organizations, budget, vitae, and bibliography.
- Statement of Demonstrated Effectiveness
- Budget (see Attachment A)
- Proof of alignment with state curriculum framework (1-2 paragraphs)
- Letter from Institution of Higher Education agreeing to waive all tuition and fees for participants who wish to acquire graduate credit
- Bibliography - Where references are cited, the proposal must include a bibliography.
- Vitae - Include an updated vita for all key project personnel

PROPOSAL REVIEW AND AWARD PROCESS

Each reviewer will be asked to read and evaluate proposals according to a rubric keyed specifically to the guidelines of this RFP. Each proposal will be assigned a lead discussant. The lead discussant will then be responsible for giving careful review of the entire project without any personal opinions; and moderating the discussion concerning the proposal. Each proposal will be up for discussion for 5-10 minutes depending upon the amount of proposals to cover. The proposal is then given an average score and ranked according to the average score. Projects will be awarded beginning with the highest-ranking proposals until all available funds are expended.

MAILING PROCEDURES

Once the proposals have been reviewed, each project director will receive an award or rejection letter. In the event that a proposal is rejected, the project director may request reviewer comments in writing no later than January 15, 2008.

Once our office receives the proposal, project directors will be forwarded one of the following notices via email:

YOUR ITQ PROPOSAL HAS BEEN RECEIVED AND HAS BEEN SENT TO THE REVIEWERS.

-or-

YOUR ITQ PROPOSAL HAS BEEN RECEIVED AND HAS NOT BEEN SENT TO REVIEWERS BASED ON THE FOLLOWING REASONS:

If you do not receive your notice via email within 2 weeks of submitting your proposal, please call 615-741-7572.

VI. Grant Timeline

August 11, 2008

Announcement to Higher Education Chancellors/Presidents, Deans and Faculty of Education, Arts and Sciences, and Non-Profit Organizations on the availability of funds—also available online at: www.state.tn.us/thec

October 6, 2008

4:30pm (CT) deadline for all proposals

October 7-9, 2008

Proposals circulated to Advisory Committee

October 24, 2008

Advisory Committee meets to identify recommended grantees.

November 20, 2008

Approval of grant recommendations by THEC Commission members and the announcement 2008-2009 grant recipients are notified of their selection, other applicants notified of denial.

January 12, 2008 (10:00 a. m. – 1:00 p. m.)

Mandatory Project Director's workshop

DUE DATES

Please keep in mind all due dates are absolute dates, **NOT POSTMARK DATES**. Please plan ahead to have all materials postmarked early enough to assure delivery on the due date.

TITLE VI

Title VI of the Civil Rights Act of 1964 requires that federally assisted programs be free of discrimination. Should you feel you have been discriminated against, contact your local Title VI representatives. The Title VI Coordinators at the Tennessee Higher Education Commission is Will Burns – 615-741-7571.

FORM 1 – Cover Sheet

P.L. 100=297, TITLE II
The Improving Teacher Quality Grant Program

Grant Application

TITLE

SPONSORED BY
Institution or Non-Profit Organization Name

PROJECT DIRECTOR
Name, Mailing Address and e-mail address

Director's Telephone:

Director's E-mail Address:

Assistant's or Department's Telephone #:

Department's Fax#:

Funding requested

\$ _____

**Signature of Authorized Representative
Approving Submission**

Project Director

FORM 2 – Project Data and Abstract

Improving Teacher Quality Grant Project Abstract

Institution:

Project Director:

Project Title:

Estimated number of teacher participants:

Contact hours of instruction:

Grade levels to be targeted:

Number of graduate credit hours offered:
(Please note: Capacity Building proposals must offer a minimum of 6 graduate credit hours.)

PROJECT DIRECTOR(S): (names)

Has this project been proposed for the ITQ Grant or Eisenhower Grant before?

No_____ **Yes**_____

If yes, please list previous award years_____

If your proposal has been previously funded and performed please submit data on the results and evaluation of the project. Also indicate how these data have affected the current proposal.

Grant Request Information
Gross Request:

Other Matching Resources (Please List)

Participant\ Information
Number of Participants:

Defined recruitment plan to recruit teachers:

Cost/Participant (calculated from Gross Request):

Contact Hours:

Cost/Contact Hour:

Credit Hours Awarded:

Stipend per participant:

Travel:

Food:

Lodging:

Percent of Request designated for salaries:

Percent of Request designated for equipment:

Amount of Request designated for equipment and supplies to be retained by participants:

Amount of Request designated for equipment and supplies to be retained by sponsoring institution or program directors:

Amount of Request designated for equipment and supplies that will be expendable:

Please provide a brief paragraph describing the project.

ATTACHMENT GRANT BUDGET REFERENCE

GRANT BUDGET

(BUDGET PAGE NUMBER)

ADDITIONAL IDENTIFICATION INFORMATION AS NECESSARY				
APPLICABLE PERIOD: The grant budget line-item amounts below shall be applicable only to expense incurred during the period beginning DATE , and ending DATE .				
POLICY 03 Object Line-item Reference	EXPENSE OBJECT LINE-ITEM CATEGORY ¹ (detail schedule(s) attached as applicable)	GRANT CONTRACT	GRANTEE PARTICIPATION	TOTAL PROJECT
1 & 2	Salaries and Benefits & Taxes	\$0.00	\$0.00	\$0.00
4, 15	Professional Fee/ Grant & Award ²	\$0.00	\$0.00	\$0.00
5, 6, 7, 8, 9, 10, 11 & 12	Supplies, Telephone, Postage & Shipping, Occupancy, Equipment Rental & Maintenance, Printing & Publications, and Travel/ Conferences & Meetings	\$0.00	\$0.00	\$0.00
13	Interest ²	\$0.00	\$0.00	\$0.00
14	Insurance	\$0.00	\$0.00	\$0.00
16	Specific Assistance To Individuals	\$0.00	\$0.00	\$0.00
17	Depreciation ²	\$0.00	\$0.00	\$0.00
18	Other Non-Personnel ²	\$0.00	\$0.00	\$0.00
20	Capital Purchase ²	\$0.00	\$0.00	\$0.00
22	Indirect Cost	\$0.00	\$0.00	\$0.00
24	In-Kind Expense	\$0.00	\$0.00	\$0.00
25	GRAND TOTAL	\$0.00	\$0.00	\$0.00

¹ Each expense object line-item shall be defined by the Department of Finance and Administration Policy 03, *Uniform Reporting Requirements and Cost Allocation Plans for Subrecipients of Federal and State Grant Monies, Appendix A*. (posted on the Internet at: www.state.tn.us/finance/rds/ocr/policy03.pdf).

² Applicable detail attached if line-item is funded.

ATTACHMENT GRANT BUDGET REFERENCE (continued)

GRANT BUDGET LINE-ITEM DETAIL

(BUDGET PAGE **NUMBER**)

PROFESSIONAL FEE/ GRANT & AWARD	AMOUNT
SPECIFIC, DESCRIPTIVE, DETAIL (REPEAT ROW AS NECESSARY)	\$0.00
TOTAL	\$0.00

INTEREST	AMOUNT
SPECIFIC, DESCRIPTIVE, DETAIL (REPEAT ROW AS NECESSARY)	\$0.00
TOTAL	\$0.00

DEPRECIATION	AMOUNT
SPECIFIC, DESCRIPTIVE, DETAIL (REPEAT ROW AS NECESSARY)	\$0.00
TOTAL	\$0.00

OTHER NON-PERSONNEL	AMOUNT
SPECIFIC, DESCRIPTIVE, DETAIL (REPEAT ROW AS NECESSARY)	\$0.00
TOTAL	\$0.00

CAPITAL PURCHASE	AMOUNT
SPECIFIC, DESCRIPTIVE, DETAIL (REPEAT ROW AS NECESSARY)	\$0.00
TOTAL	\$0.00

High Need LEA Poverty Designations

<i>High Need LEA Poverty Designations for the 2008-2009 ITQ Grants (based on the 2005 census data)</i>		
Local Education Agency	Range of Grade Responsibilities	Meets Poverty Requirements for High-Need LEA Designation
ALAMO CITY SCHOOL DISTRICT	KG-06	x
ALCOA CITY SCHOOL DISTRICT	KG-12	x
ANDERSON COUNTY SCHOOL DISTRICT	KG-12	
ATHENS CITY ELEMENTARY SCHOOL DISTRICT	KG-09	x
BEDFORD COUNTY SCHOOL DISTRICT	KG-12	
BELLS CITY SCHOOL DISTRICT	KG-05	x
BENTON COUNTY SCHOOL DISTRICT	KG-12	x
BLEDSON COUNTY SCHOOL DISTRICT	KG-12	x
BLOUNT COUNTY SCHOOL DISTRICT	KG-12	
BRADFORD SPECIAL SCHOOL DISTRICT	KG-12	x
BRADLEY COUNTY SCHOOL DISTRICT	KG-12	
BRISTOL CITY SCHOOL DISTRICT	KG-12	
CAMPBELL COUNTY SCHOOL DISTRICT	KG-12	x
CANNON COUNTY SCHOOL DISTRICT	KG-12	
CARTER COUNTY SCHOOL DISTRICT	KG-12	x
CHEATHAM COUNTY SCHOOL DISTRICT	KG-12	
CHESTER COUNTY SCHOOL DISTRICT	KG-12	x
CLAIBORNE COUNTY SCHOOL DISTRICT	KG-12	x
CLAY COUNTY SCHOOL DISTRICT	KG-12	x
CLEVELAND CITY SCHOOL DISTRICT	KG-12	x
CLINTON CITY ELEMENTARY SCHOOL DISTRICT	KG-06	x
COCKE COUNTY SCHOOL DISTRICT	KG-12	x
COFFEE COUNTY SCHOOL DISTRICT	KG-12	
CROCKETT COUNTY SCHOOL DISTRICT	KG-12	x
CUMBERLAND COUNTY SCHOOL DISTRICT	KG-12	x
DAYTON CITY ELEMENTARY SCHOOL DISTRICT	KG-08	x
DECATUR COUNTY SCHOOL DISTRICT	KG-12	x
DEKALB COUNTY SCHOOL DISTRICT	KG-12	x
DICKSON COUNTY SCHOOL DISTRICT	KG-12	
DYER COUNTY SCHOOL DISTRICT	KG-12	
DYERSBURG CITY SCHOOL DISTRICT	KG-12	x
ELIZABETHTON CITY SCHOOL DISTRICT	KG-12	x
<i>High Need LEA Poverty Designations for the 2008-2009 ITQ</i>		

<i>Grants (based on the 2005 census data)</i>		
ETOWAH CITY ELEMENTARY SCHOOL DISTRICT	KG-08	x
FAYETTE COUNTY SCHOOL DISTRICT	KG-12	
FAYETTEVILLE CITY ELEMENTARY SCHOOL DISTRICT	KG-09	x
FENTRESS COUNTY SCHOOL DISTRICT	KG-12	x
FRANKLIN COUNTY SCHOOL DISTRICT	KG-12	
FRANKLIN SPECIAL SCHOOL DISTRICT	KG-08	
FT. CAMPBELL D.O.D	KG-12	
GIBSON SPECIAL DISTRICT	KG-12	
GILES COUNTY SCHOOL DISTRICT	KG-12	
GRAINGER COUNTY SCHOOL DISTRICT	KG-12	x
GREENE COUNTY SCHOOL DISTRICT	KG-12	
GREENEVILLE CITY SCHOOL DISTRICT	KG-12	x
GRUNDY COUNTY SCHOOL DISTRICT	KG-12	x
HAMBLEN COUNTY SCHOOL DISTRICT	KG-12	x
HAMILTON COUNTY SCHOOL DISTRICT	KG-12	
HANCOCK COUNTY SCHOOL DISTRICT	KG-12	x
HARDEMAN COUNTY SCHOOL DISTRICT	KG-12	x
HARDIN COUNTY SCHOOL DISTRICT	KG-12	x
HAWKINS COUNTY SCHOOL DISTRICT	KG-12	x
HAYWOOD COUNTY SCHOOL DISTRICT	KG-12	x
HENDERSON COUNTY SCHOOL DISTRICT	KG-12	
HENRY COUNTY SCHOOL DISTRICT	KG-12	x
HICKMAN COUNTY SCHOOL DISTRICT	KG-12	x
HOLLOW ROCK-BRUCETON SCHOOL DISTRICT	KG-12	x
HOUSTON COUNTY SCHOOL DISTRICT	KG-12	x
HUMBOLDT CITY SCHOOL DISTRICT	KG-12	x
HUMPHREYS COUNTY SCHOOL DISTRICT	KG-12	
HUNTINGDON SPECIAL SCHOOL DISTRICT	KG-12	x
JACKSON COUNTY SCHOOL DISTRICT	KG-12	x
JACKSON-MADISON CONSOLIDATED SCHOOL DISTRICT	KG-12	
JEFFERSON COUNTY SCHOOL DISTRICT	KG-12	
JOHNSON CITY SCHOOL DISTRICT	KG-12	
JOHNSON COUNTY SCHOOL DISTRICT	KG-12	x
KINGSPORT CITY SCHOOL DISTRICT	KG-12	x
KNOX COUNTY SCHOOL DISTRICT	KG-12	x

High Need LEA Poverty Designations for the 2008-2009 ITQ Grants (based on the 2005 census data)		
LAKE COUNTY SCHOOL DISTRICT	KG-12	x
LAUDERDALE COUNTY SCHOOL DISTRICT	KG-12	x
LAWRENCE COUNTY SCHOOL DISTRICT	KG-12	x
LEBANON SPECIAL SCHOOL DISTRICT	KG-08	
LENOIR CITY SCHOOL DISTRICT	KG-12	x
LEWIS COUNTY SCHOOL DISTRICT	KG-12	x
LEXINGTON CITY ELEMENTARY SCHOOL DISTRICT	KG-08	x
LINCOLN COUNTY SCHOOL DISTRICT	KG-12	
LOUDON COUNTY SCHOOL DISTRICT	KG-12	
MACON COUNTY SCHOOL DISTRICT	KG-12	x
MANCHESTER CITY SCHOOL DISTRICT	KG-09	x
MARION COUNTY SCHOOL DISTRICT	KG-12	x
MARSHALL COUNTY SCHOOL DISTRICT	KG-12	
MARYVILLE CITY SCHOOL DISTRICT	KG-12	
MAURY COUNTY SCHOOL DISTRICT	KG-12	
MCKENZIE SPECIAL SCHOOL DISTRICT	KG-12	x
MCMINN COUNTY SCHOOL DISTRICT	KG-12	
MCNAIRY COUNTY SCHOOL DISTRICT	KG-12	x
MEIGS COUNTY SCHOOL DISTRICT	KG-12	x
MEMPHIS CITY SCHOOL DISTRICT	KG-12	x
MILAN CITY SPECIAL SCHOOL DISTRICT	KG-12	
MONROE COUNTY SCHOOL DISTRICT	KG-12	x
MONTGOMERY COUNTY SCHOOL DISTRICT	KG-12	
MOORE COUNTY SCHOOL DISTRICT	KG-12	
MORGAN COUNTY SCHOOL DISTRICT	KG-12	x
MURFREESBORO CITY ELEMENTARY SCHOOL DISTRICT	KG-06	
NASHVILLE-DAVIDSON COUNTY SCHOOL DISTRICT	KG-12	x
NEWPORT CITY ELEMENTARY SCHOOL DISTRICT	KG-08	x
OAK RIDGE CITY SCHOOL DISTRICT	KG-12	
OBION COUNTY SCHOOL DISTRICT	KG-12	
ONEIDA SPECIAL SCHOOL DISTRICT	KG-12	x
OVERTON COUNTY SCHOOL DISTRICT	KG-12	x
PARIS CITY SPECIAL SCHOOL DISTRICT	KG-08	x
PERRY COUNTY SCHOOL DISTRICT	KG-12	x
PICKETT COUNTY SCHOOL DISTRICT	KG-12	x

High Need LEA Designations for the 2008-2009 ITQ Grants (based on the 2005 census data)		
POLK COUNTY SCHOOL DISTRICT	KG-12	x
PUTNAM COUNTY SCHOOL DISTRICT	KG-12	
RHEA COUNTY SCHOOL DISTRICT	KG-12	x
RICHARD CITY SPECIAL SCHOOL DISTRICT	KG-12	x
ROANE COUNTY SCHOOL DISTRICT	KG-12	
ROBERTSON COUNTY SCHOOL DISTRICT	KG-12	
ROGERSVILLE CITY ELEMENTARY SCHOOL DISTRICT	KG-08	x
RUTHERFORD COUNTY SCHOOL DISTRICT	KG-12	
SCOTT COUNTY SCHOOL DISTRICT	KG-12	x
SEQUATCHIE COUNTY SCHOOL DISTRICT	KG-12	x
SEVIER COUNTY SCHOOL DISTRICT	KG-12	
SHELBY COUNTY SCHOOL DISTRICT	KG-12	
SMITH COUNTY SCHOOL DISTRICT	KG-12	
SOUTH CARROLL SPECIAL SCHOOL DISTRICT	KG-12	
STEWART COUNTY SCHOOL DISTRICT	KG-12	
SULLIVAN COUNTY SCHOOL DISTRICT	KG-12	
SUMNER COUNTY SCHOOL DISTRICT	KG-12	
SWEETWATER CITY SCHOOL DISTRICT	KG-08	x
TIPTON COUNTY SCHOOL DISTRICT	KG-12	
TRENTON SPECIAL SCHOOL DISTRICT	KG-12	
TROUSDALE COUNTY SCHOOL DISTRICT	KG-12	
TULLAHOMA CITY SCHOOL DISTRICT	KG-12	x
UNICOI SCHOOL DISTRICT	KG-12	x
UNION CITY SCHOOL DISTRICT	KG-12	x
UNION COUNTY SCHOOL DISTRICT	KG-12	x
VAN BUREN COUNTY SCHOOL DISTRICT	KG-12	x
WARREN COUNTY SCHOOL DISTRICT	KG-12	x
WASHINGTON COUNTY SCHOOL DISTRICT	KG-12	
WAYNE COUNTY SCHOOL DISTRICT	KG-12	x
WEAKLEY COUNTY SCHOOL DISTRICT	KG-12	
WEST CARROLL SPECIAL DISTRICT	KG-12	x
WHITE COUNTY SCHOOL DISTRICT	KG-12	x
WILLIAMSON COUNTY SCHOOL DISTRICT	KG-12	
WILSON COUNTY SCHOOL DISTRICT	KG-12	

2008-2009 THEC Improving Teacher Quality Grant Proposal Evaluation Rubric
Application Narrative Summary of Scoring

PROPOSAL NAME_____

INSTITUTION_____

SECTION	SECTION TITLE	POSSIBLE SCORE	SCORE
Section I	Scientifically-Based Research Need for Project	20	
Section II	Recruitment Plan	15	
Section III	Quality of Eligible Partnership	15	
Section IV	Instructional Plan and Leadership	10	
Section V	Management Plan	10	
Section VI	Evaluation Plan	15	
Section VII	Budget/Budget Narrative/Effectiveness	15	
	TOTAL SCORE	100	

Strengths:

Weaknesses:

Funding Recommendations: Fund as written: ☐ Fund with changes: ☐ Reject: ☐

Activity changes recommended: ☐ **Negotiate funding level:** ☐

Recommended Changes:

Reviewer Name

Reviewer Signature

Date